|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit: Sharing the planet. Maths’ Carroll Diagram I** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** -  Selects an appropriate graph and uses it collects, displays and interprets data (all of the graphs from previous semesters and a Carroll Diagram). | | | | | | **Skills:** | | | | | |
| **Materials:** Cards with labels | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: week 30 April 9 -13** | | | | **Time: 40 minutes** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| The Caroll diagram is tool used to categorise objects or number in a yes no fashion. They are categorized as having or not having an attribute. EXAMPLES OF CARROLL DIAGRAMS Simple diagram:   |  |  | | --- | --- | | red | not red | |  |  |  |  |  |  | | --- | --- | --- | |  | red | not red | | square |  |  | | not square |  |  |   More complex  **Opening:** **5MIN**  Model to the children how to use the diagram to categorise the attribute blocks according to an attribute. First in a simple diagram and then in a more complex one. Ask if any object in the world (different from the attribute blocks) could be placed in the diagram. Add one extra object from the classroom each time (Where would this book go ?, This pencil?, etc.) Have them volunteer placing the objects in the correct place.  **Main Activity:**  Have them draw a diagram on the white boards and individually decide what attributes to use and place the block in the right place. Once they have had the opportunity to categorise them in several different ways have them represent one of their categorizations by representing what they did with drawing in their notebook. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Tier 1:** As an extension for these children propose them to work on Nelson’s Carroll diagrams, page | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** Give the small mirrors for the independent station | | | | | | | | | | | |
| **Closing:** Discuss with the children what other data they can organise using the diagram (to categorise people, animals, food, numbers etc. ) | | | | | | | | | | | |